

FILE C

Social Studies:

**Item Information and Scoring Guide Reference
Sheet and Quantities of Items by Type C-2**

Item Information and Scoring Guide
Reference Sheet C-3

Quantities of Items by Type C-4

**Items with Keys, Learning Results, Scoring Guides,
Training Notes, and Student Responses C-5**

[Back to Table of Contents](#)

Social Studies

Item Information and Scoring Guide Reference Sheet and Quantities of Items by Type

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) items are scored. These pages contain the text for each item accompanied by the following information.

- **MC#:** the multiple-choice item position
- **Key:** the letter of the correct answer for the multiple-choice item
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **SA#:** the short-answer item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Short-Answer Scoring Guide:** the two-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score
- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

MAINE 2001–2002

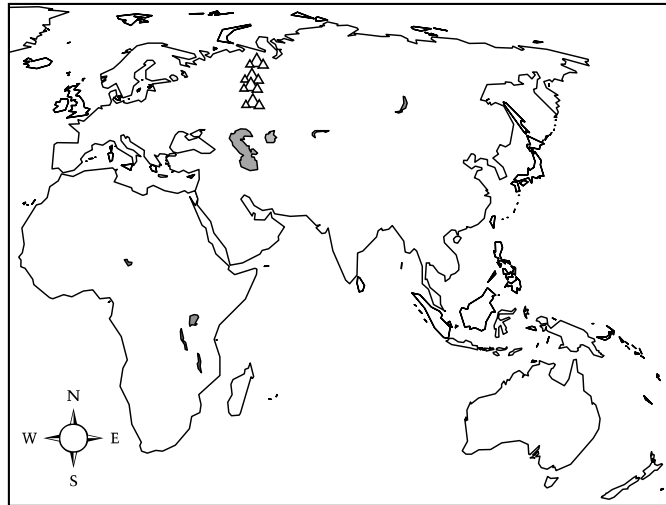
Social Studies Grade 8

The table below shows the quantities of released items for each item type. Item information for all item types and scoring information (guides and training notes) for all short-answer and constructed-response items follow.

QUANTITIES OF ITEMS BY TYPE

MC	SA	CR
20	5	5

**Items with Keys, Learning Results, Scoring Guides,
Training Notes, and Student Responses**



Key

△ = Mountains

1. This map shows the mountain range that separates Europe and Asia. What is its name?
 - A. the Ural Mountains
 - B. the Alps
 - C. the Rocky Mountains
 - D. the Pyrenees Mountains

MC#: 1

Key: A

Learning Results: Geography A-1

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- 1 visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.

2. Jeff wants to make a budget for himself. He has figured out his monthly income. What is the next step in the budget-making process?
- A. looking for a part-time job to work on weekends
 - B. buying everything he needs for the month
 - C. determining how much money he spends each month
 - D. getting a debit card for future purchases

MC#: 2

Key: C

Learning Results: Economics A-2

Personal and Consumer Economics

- A Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to
- 2 identify and analyze the factors that contribute to personal spending and savings decisions.

3. If the state of Maine is involved in a legal action (court case), which official would represent the state?
- A. the state treasurer
 - B. the attorney general
 - C. the speaker of the house
 - D. the governor

MC#: 3

Key: B

Learning Results: Civics and Government B-4

Purpose and Types of Government

- B Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to
- 4 identify key representatives in legislative branches and the heads of executive and judicial branches in Maine and in the United States government.

4. The Monroe Doctrine of 1823 formed a cornerstone of United States foreign policy. Why was the Monroe Doctrine established?
- A. to prevent European powers from taking land in the Western Hemisphere
 - B. to aid Spain in its colonization of Central America and South America
 - C. to establish trade routes between South America and Asia
 - D. to encourage Europeans to buy land in the Western Hemisphere

MC#: 4

Key: A

Learning Results: Civics and Government D-2

International Relations

- D Students will understand the political relationships among the United States and other nations. Students will be able to
- 2 assess the ways in which the United States government has attempted to resolve an international problem (e.g., Vietnam, Northern Ireland, World War II).

5. What innovation, introduced in 1798, made the mass production of goods possible?
- A. spinning wheel
 - B. diesel locomotive
 - C. telegraph
 - D. interchangeable parts

MC#: 5

Key: D

Learning Results: History A-1

Chronology

- A Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to
- 1 describe the effects of historical changes on daily life.

6. Polly has developed a way to make excellent lobster stew and has started her own company to sell the stew in New England. In economic terms, Polly can **best** be described as
- A. a consumer.
 - B. an entrepreneur.
 - C. a policymaker.
 - D. an assembly-line worker.

MC#: 6

Key: B

Learning Results: Economics B-5

Economic Systems of the United States

- B Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to
- 5 describe the roles and contributions of the principal contributors to the economy (e.g., laborers, investors, entrepreneurs, managers).

7. Listed below are the effects of a particular event in American history.

- The United States won the respect of Great Britain and other foreign countries.
- American ships traveled freely on the seas.
- Americans experienced increased pride and a sense of national identity.
- Francis Scott Key wrote "The Star-Spangled Banner."
- Great Britain burned Washington, D.C.

All of these effects are associated with the

- A. Louisiana Purchase.
- B. American Revolution.
- C. War of 1812.
- D. ratification of the U.S. Constitution.

MC#: 7

Key: C

Learning Results: History A-3

Chronology

- A Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to
- 3 trace simultaneous events in various parts of the world during a specific era.

8. The United States government is a federal system, meaning that some powers are given to the national government, while all other powers are reserved for the individual states. Under the Articles of Confederation (1781), most powers were given to individual states and very few were given to the national government. Which of the following was one of the powers given **only** to the national government?

- A. to make treaties with foreign countries
- B. to raise money by taxing people
- C. to settle legal disputes within each state
- D. to develop and enforce laws

MC#: 8

Key: A

Learning Results: History B-1

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 1 demonstrate an understanding of the causes and effects of major events in United States history and the connections to Maine history with an emphasis on events up to 1877 including but not limited to:
- | | |
|-----------------------------|-------------------|
| Declaration of Independence | The Constitution |
| Westward Expansion | Industrialization |
| Civil War | |

9. Under the market system of supply and demand, who plays the **most important** role in determining what goods and services will be offered and how much will be produced?
- A. government agencies
 - B. consumers
 - C. factory workers
 - D. political party leaders

MC#: 9

Key: B

Learning Results: Economics B-2

Economic Systems of the United States

- B Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to
- 2 analyze how prices act as signals to producers and customers to answer the three basic economic questions: What to produce? how? and for whom?

10. During the Middle Ages increases in trade helped European towns and cities grow and prosper. In most cities a guild system was organized. What was the purpose of the guild system?
- A. to regulate the operation of certain crafts and trades
 - B. to provide priests and nuns to serve the Church
 - C. to prepare young men to become knights and lords
 - D. to educate students in science and technology

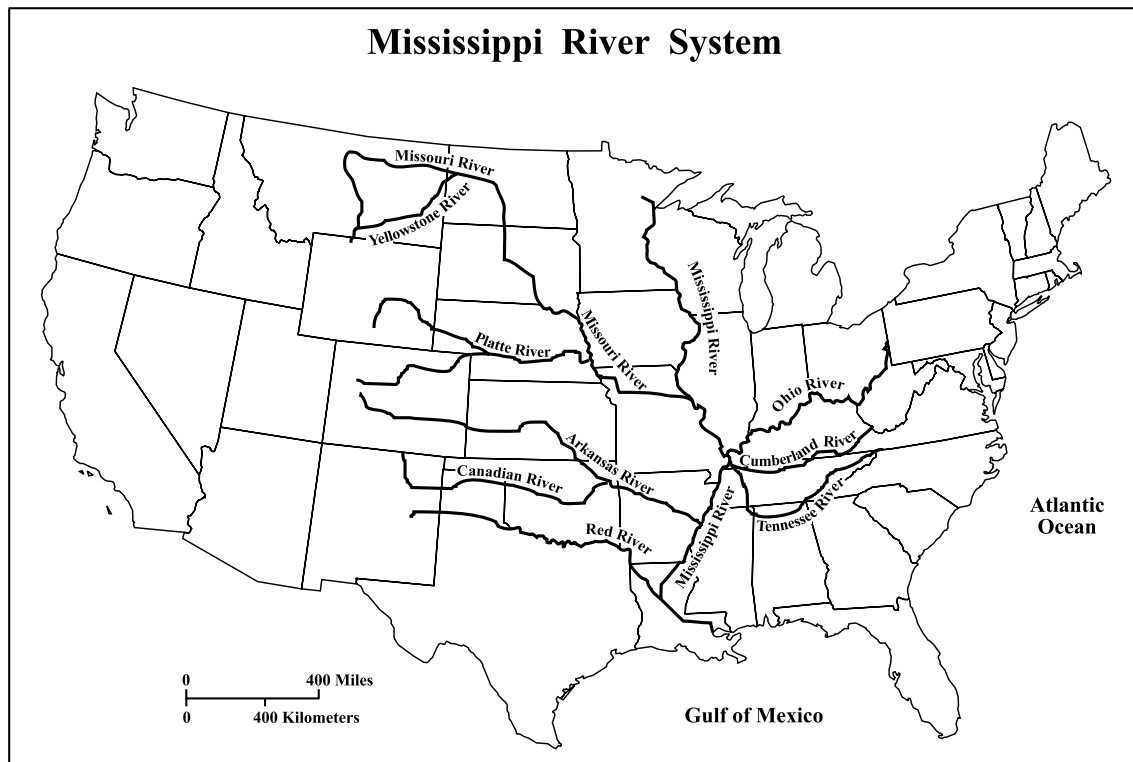
MC#: 10

Key: A

Learning Results: History B-3

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 3 demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past.



11. According to the map, which statement is true?
- A. The natural boundary between the states of Kentucky and Tennessee is the Mississippi River.
 - B. Illinois, Missouri, and Kentucky all meet at the junction of the Ohio River and the Mississippi River.
 - C. Minnesota, South Dakota, and Iowa all meet at the junction of the Mississippi River and the Missouri River.
 - D. The natural boundary between the states of Missouri and Illinois is the Ohio River.

MC#: 11

Key: B

Learning Results: Geography A-2

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- 2 develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.

12. The United States has a government based on the idea of “popular sovereignty.” Which of the following best describes “popular sovereignty”?
- A. globalism
 - B. capitalism
 - C. consent of the governed
 - D. executive authority

MC#: 12

Key: C

Learning Results: Civics and Government C-1

Fundamental Principles of Government and Constitutions

- C Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to
- 1 explain the meaning and importance of fundamental principles of American constitutional democracy (e.g., popular sovereignty, rule of law, three branches of government, representative institutions, shared powers, checks and balances, and separation of church and state).

13. All of the following are characteristics of Stone Age civilizations **except**
- A. people hunted wild animals and gathered food.
 - B. people used fire to keep warm.
 - C. people kept written records.
 - D. people made tools from sticks and stones.

MC#: 13

Key: C

Learning Results: History A-3

Chronology

- A Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to
- 3 trace simultaneous events in various parts of the world during a specific era.

14. There are different levels of government in the United States. Which level of government has the power to levy tariffs on international trade?
- A. city/town
 - B. county
 - C. state
 - D. federal

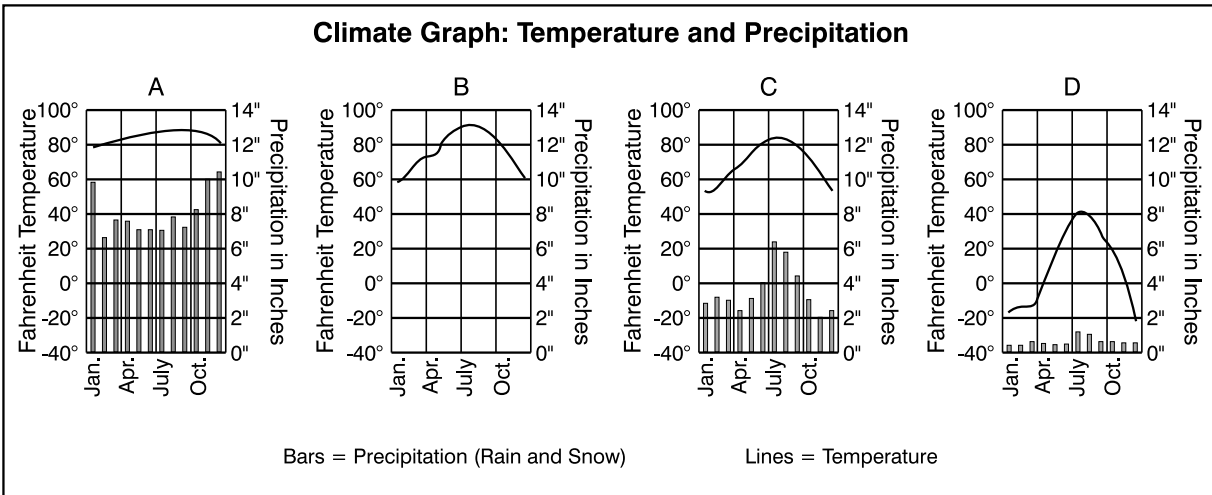
MC#: 14

Key: D

Learning Results: Civics and Government A-5

Rights, Responsibilities, and Participation

- A Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to
- 5 explain the functions of and relationships among local, state, and national governments.



15. A tropical climate has high temperatures and a great amount of rain. According to the climate graphs, which city has a tropical climate?
- A. City A
 - B. City B
 - C. City C
 - D. City D

MC#: 15

Key: A

Learning Results: Geography A-2

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- 2 develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.

Communication in European Countries

Country	Number of Televisions per 1,000 People	Number of Radios per 1,000 People	Number of Telephone Lines (in millions)	Number of Newspapers per 1,000 People
?	612	1,194	32	383
Sweden	476	844	6	515
France	579	860	34	235
Germany	551	1,836	46	375

Source: *The World Almanac and Book of Facts 2000*

16. Because of technology, communication is easier in some countries than in others. Another European country where communication is easy is missing from the chart above. This country is **most likely**
- A. Bosnia.
 - B. Romania.
 - C. Russia.
 - D. United Kingdom.

MC#: 16

Key: D

Learning Results: Geography B-1

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment. Students will be able to
- 1 analyze how technology shapes the physical and human characteristics of places and regions, including Maine.

17. On a map, what are the horizontal and vertical lines used to locate places called?

SA#: 17

Learning Results: Geography A-2

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- 2 develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.

SHORT-ANSWER SCORING GUIDE

Score	Description
2	Student responds lines of latitude AND lines of longitude.
1	Student responds lines of latitude OR lines of longitude.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

17.

2

Lines of latitude and longitude.

17.

2

On a map, lines of latitude and longitude are vertical and horizontal lines used to locate places.

17.

1

Longitude

17.

1

longitude lines

18. There are three branches of our federal government: the legislative, the executive, and the judicial.
- Choose one branch and write the name of the branch you chose.
 - Describe one power that the U.S. Constitution gives that branch to carry out foreign policy.

SA#: 18

Learning Results: Civics and Government D-1

International Relations

- D Students will understand the political relationships among the United States and other nations. Students will be able to
- explain the foreign policy powers which the Constitution gives to the branches of the government.

SHORT-ANSWER SCORING GUIDE

Score	Description
2	Student chooses a branch of government and describes one power that the U.S. Constitution gives that branch to carry out foreign policy.
1	Student chooses a branch of government and identifies—but does not describe—one power that branch has to carry out foreign policy.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Short-Answer #18

Possible answers:

Executive branch	Legislative branch	Judicial branch
Negotiate treaties and agreements Appoint ambassadors and other diplomats Commit U.S. armed forces Commander in chief of armed forces Enter into agreements with foreign governments that have the same force as treaties do, but do not require legislative approval	Declare war Raise, support, and regulate an army and navy Approve appointments of ambassadors and diplomats Appropriately money to carry out foreign-policy goals Ratify treaties Regulate commerce with foreign nations	Hear cases involving treaties and foreign diplomats

18.

2

A) The executive branch B) has the power to propose foreign treaties and name ambassadors

18.

2

a.) Judicial Branch b.) All foreign court cases involving the United States or a member of the United States are brought to the supreme court for ruling.

18.

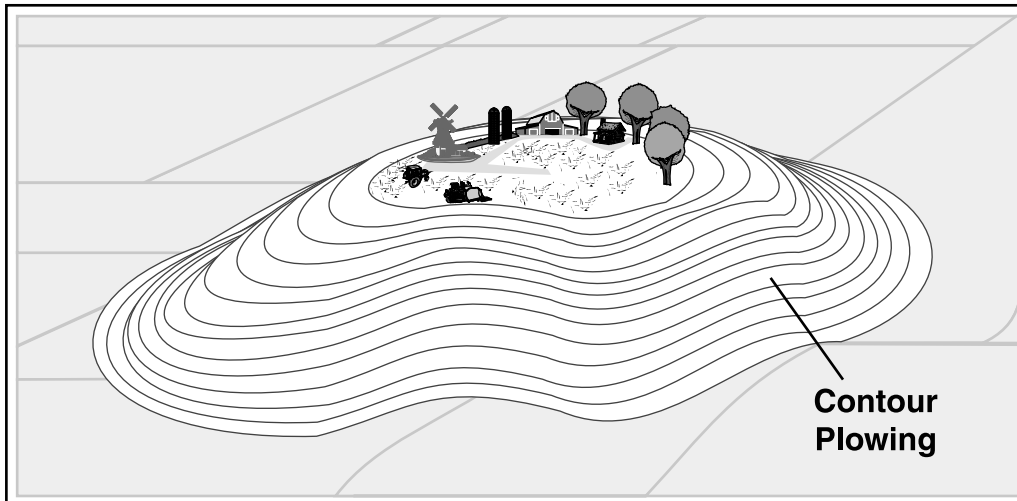
1

A.) Legislative
B.) approves treaties

18.

1

a Legislative b To declare war on another country.



19. This picture shows contour plowing. Why is this method of farming important to use on slopes?

SA#: 19

Learning Results: Geography B-1

Human Interaction with Environments

- B** Students will understand and analyze the relationships among people and their physical environment.
Students will be able to
- 1** analyze how technology shapes the physical and human characteristics of places and regions, including Maine.

SHORT-ANSWER SCORING GUIDE

Score	Description
2	Student explains any one of the following: it stops erosion OR it reduces runoff OR it conserves the soil.
1	Student infers or implies a correct answer.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

19.

2

This farming method is important to use on slopes because it helps prevent erosion.

19.

2

Contour plowing is important on slopes because it keeps all the land and soil from just sliding down the slope.

19.

1

Contour plowing is important because it helps get fertile ground.

19.

1

It is used for strong winds and for water to run off.

20. In order to prevent one branch of our government from becoming too powerful, a system of checks and balances was established in the U.S. Constitution. Describe one example of checks and balances.

SA#: 20

Learning Results: Civics and Government C-1

Fundamental Principles of Government and Constitutions

- C Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to
- 1 explain the meaning and importance of fundamental principles of American constitutional democracy (e.g., popular sovereignty, rule of law, three branches of government, representative institutions, shared powers, checks and balances, and separation of church and state).

SHORT-ANSWER SCORING GUIDE

Score	Description
2	Student describes one example of checks and balances established in the U.S. Constitution.
1	Student gives a limited description of one example of checks and balances established in the U.S. Constitution.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

20. The Executive branch may check Congress by vetoing a bill, but Congress may check the executive branch if 2/3 of Congress votes to override the veto. 2

20. A president can appoint a Supreme Court Justice but Congress can deny the Justice the right to sit on the bench. A President can veto or reject any bill sent to him by Congress. 2

20. The president can veto a bill. 1

20. The legislative branch can accuse and impeach the executive branch. 1

21. Most states have specialized in producing certain goods and services.

Briefly describe two reasons why Maine has traditionally specialized in shipbuilding.

SA#: 21

Learning Results: Economics D-3

International Trade and Global Interdependence

D Students will understand the patterns and results of international trade. Students will be able to

3 explain why trade allows specialization and identify specific examples of how nations specialize (e.g., Japan's focus on consumer electronics).

SHORT-ANSWER SCORING GUIDE

Score	Description
2	Student responds with any two of the following: timber availability; location near the ocean and/or harbors, need for ships because of fishing/whaling industry in the area.
1	Student responds with one correct answer listed in score 2.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

21.

It is on the coast and fishing, lobstering and things like that are a big part of Maine's economy so we need the ships.

2

21.

Maine has a huge coastline and is a big port for ships. We also have lots of forests, so we have access to lots of wood.

2

21.

Maine has ship building because it is on the ocean, and that is how many things were traded.

1

21.

We have the bays for shipbuilding and we have the technology to.

1



22. Five cities are identified on the map. Choose one.
- Write the name of the city you have chosen.
 - Identify two geographic factors that affected the original decision to locate the city where it is, **or** identify two geographic factors that affected the growth of the city.
 - Explain why each factor named in part b was important to the original location **or** the growth of the city.

CR#: 22

Learning Results: Geography B-2

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment.
Students will be able to
- 2 explain patterns of migration throughout the world.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Student chooses a major city and identifies two geographic factors that affected the original location and growth of this city AND explains, in detail, why each factor was important to the original location and/or growth of this city.
3	Student chooses a major city and identifies two geographic factors that affected the original location and growth of this city AND explains, in general terms, why each factor was important to the original location and/or growth of this city.
2	Student chooses a major city and identifies at least one geographic factor that affected the original location and growth of this city AND explains, in a limited way, why the factor(s) was (were) important to the original location and/or growth of this city.
1	Student chooses a major city and identifies one geographic factor that affected the original location and growth of this city with little or no explanation why this factor was important to the original location and/or growth of this city.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #22

Possible factors (not inclusive):

- large pool of immigrants for labor force
- natural resources for industry and/or agricultural development
- city located in area that served as a port or transportation hub for movement of people and goods
- areas such as NYC provide economic or cultural opportunities for individuals
- city located in a mild year-round climate (e.g., Miami)
- city is special service center (e.g., Washington, DC, nation's capital)

22.

a. New Orleans. b. The Mississippi River and the Gulf of Mexico affected both the original decision to locate the city there and the growth of the city. c. The Mississippi river affected the original decision to locate there because traders from the north could easily go down the river and sell their goods to people in the city. The Gulf of Mexico was important to growth because they had access to trade with other countries and fishing, or shipbuilding so with an abundance of work more people came to the city to live and work there.

4

22.

a) I chose New York City. b) The growth of the city is affected by its location near the end of the Hudson River. The growth of the city was also affected by the fact that it is located on the eastern coast of the U.S.A. c) New York City grew so quickly because it was located at the mouth of the Hudson River because the river is deep enough so large ships can travel through. This means that a lot of foreign trading took place in New York. This wealth in goods and economy lured many people to New York. The city also grew because it was located on the eastern coast. This made it so immigrants from Germany, and Ireland all found it to be a quick place to escape their Homeland from war and famine. So many immigrants found New York the easiest place to go because you could get there by ship. All of the immigration caused the city to grow and prosper.

4

22.

3

New Orleans is a city in Louisiana. Two geographic features that would affect the original location of the city would be that it is at the mouth of the Mississippi. It also is on the coast entering the Gulf of Mexico. Both of these geographic features could be very important for this location because of trade. Since it is directly by two bodies of water it could easily control trade on the Mississippi. Also trade coming from the Gulf of Mexico.

22.

3

- a.) Miami. is the city I have chosen.
- b.) Two important geographic factors that affected the growth of the city are because it's on the Ocean and in Miami it's very hot and humid.
- c.) These factors helped the city to grow because many people or families like to vacation there because of its attractions and weather climate. Also many retired folks like to spend the winter or the year in Miami where it's hot and accomable for them.

22.

2

Miami- it is in a tropical region and on the coast.

The tropical ~~coast~~ part of it would be good for tourism which is good for the economy and trade by sea would be very easy being on the coast, also good for the economy.

22.

2

a. San Francisco. b. Two geographic factors that affected the original decision to locate the city where it is, is it near mountain ranges and it's on the coast. c. The factors were important to the growth of the city because the mountains were good for site-seers and the coast was good for trading and tourists.

22.

1

A.) New York B.) it's on the coast and at the mouth of a river.

C.) fresh water and easy to get supplies

22.

1

a.) miami

b.) warm weather and low crime rate have affected the growth of the city

c.) warm weather is a factor because most people like warm weather.

Low crime rate is a factor because most people want to feel they live in a safe area.

Golden Ages of Classical Civilizations

Civilization	Approximate Dates of Golden Ages	Major Accomplishments	Major Thinkers and/or Ideas	Kind of Government
Greece	460 B.C.–429 B.C.	Grew wealthy from trade; highly developed art such as pottery and sculptures; buildings such as Parthenon; writings such as plays, myths, and poetry	Plato: how to set up and run governments; how to think for oneself Socrates: people should question ideas Hippocrates: health-care ideas	Limited democracy; city-states
China	A.D. 618–A.D. 1279	Grew wealthy from trade; invented woodblock print that made books possible; magnetic compass; writings such as encyclopedias, histories, and poems; art/porcelain bowls, painting on silk	Confucius: family is center of life and members care for one another	Ruled by emperors
India	A.D. 320–A.D. 413	Built cities, roads, and universities throughout empire; became world center of art and learning; many paintings and sculptures; writings included poems, stories, fables, and plays; developed decimal number system; medical advances	Hinduism: caste system; all living things have a soul that never dies; born into higher caste Buddhism: people are equal	Family of emperors

23. The term “golden age” refers to a time during which a civilization thrives.

- a. Give two examples of information provided in the chart that show these civilizations were in golden ages.
- b. Identify two similarities in the golden ages in the chart.

CR#: 23

Learning Results: History B-3

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 3 demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response demonstrates knowledge of what would be good examples to prove that a civilization is in a golden age and what similarities there are among such civilizations. Student identifies two good examples that show these civilizations were in golden ages AND identifies two important similarities in golden ages. Student does NOT repeat the same factors in both parts of the answer.
3	Response demonstrates a general knowledge of what would be good examples to prove that a civilization is in a golden age and what similarities there are among such civilizations. Student answers all four parts of the question but may repeat one of the factors in both parts of the answer.
2	Response demonstrates a limited knowledge of what would be good examples to prove that a civilization is in a golden age and what similarities there are among such civilizations. Student answers two parts of the question, but answers may not be the best examples. OR Student gives a limited answer to three parts of the question, but one of the three factors is used twice.
1	Response demonstrates a minimal understanding of golden ages. Student answers one part of the question correctly.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #23

Reasons why these were called Golden Ages (not inclusive):

- economic wealth (trade and development)
- discoveries (mathematical and scientific)
- cultural happenings (plays, books, great thinkers, architecture, art, etc.)
- education promoted

23.

4

A.) You can tell that these civilizations were in a golden age because they were very prosperous in money or resources and were also entering an era of great works of the Arts and revolutionary ideas in science or government. B.) Two similarities between all of these cultures is they (in this time in particular) came into an age of the written word. Greece turned out many plays, poetry, and myths which they committed to page. China wrote its history as well as poetry and plays and India also wrote literature. Another similarity is that all cultures had some concept of power or importance of the people and togetherness, equality. Greece had a form of democracy within its city states, which was run by a council of people. China possessed great minds like Confucius, who preached that family is the most important thing and that all should look out for each other. In India Buddhism arose, which has a main philosophy that all people are equal.

a. The civilization of Greece was in a golden age because they came up with many new ideas such as highly developed arts and writings. They managed to gain wealth and did very well. China was able to improve the arts and writing and bring them to a new level during their golden age. They created a way to make books and compasses with magnets. They also did well and gained great degrees of wealth. India was in a golden age as well because they also came up with new and unheard of things. They came up with the decimal number system and became the world center of art and learning.

b. Two similarities that I noticed about all of the listed golden ages includes the fact that the civilizations were able to come up with very new and different things. This helped people learn and evolve. Another thing I noticed was that is that a lot of these developments revolved around writing and the arts. This lead me to believe that the golden ages centered around expression of one's self. Though each civilization used the ideas of the ones before it, they were able to develop it and make the finished product something they could call their own.

23.

3

a. Two examples of information given in this chart the show these civilizations were in golden ages are they grew wealthy from trade and they were able to build cities roads, and universities throughout empire.

b. Two similarities in the golden ages in charts shown is in Greece and China they both grew wealthy from trade. Second is in India, China, and Greece they all were famous for plays, myths, poetry, stories, writing period. In India though it was the world center of art and learning.

23.

3

Ⓐ One example of information that they were going into their "golden age" is that they stated that they "grew wealthy from trade. Another example is that many new things were being invented that made their life easier like ex: invented wood block print that made books possible, developed decimal number system.

Ⓑ In Greece and China they both stated that they grew wealthy because of trade.

Ⓒ In Greece and India they both highly developed art such as pottery, sculptures, painting, writings, plays etc.

23.

2

This was the Golden Age, because in my mind this is when the world actually started. For example India was making roads all throughout the city and roads are now very important today. And Another thing is all the great Art work came from this time. For example all of the great plays, myths which I love, and poetry.

1 similarities they all have is great art. Another thing they have is they were the start of the beautiful world and all historical things we have today.

23.

2

A: China: "Grew Wealthy from trade," Greece, "Highly developed art such as pottery and sculptures.

B: Greece and China both grew wealthy from trading. China and India were both ruled by an imperial government.

23.

1

All had great Government and ruled
a lot of land. Also they all had state
of the art weapons and other things.

China and India both had emperors
leading.

Greece and China both grew
wealthy from trade.

23.

1

(A) Greece and China both grew wealthy from
trade and India Built cities, roads, and
Universities throughout its empire.

24. In 1869, when the transcontinental railroad opened, it brought with it many economic benefits for the United States.
- Briefly describe the building of the transcontinental railroad.
 - Describe two ways the railroad benefited the United States economy.

CR#: 24

Learning Results: Economics D-1

International Trade and Global Interdependence

- D Students will understand the patterns and results of international trade. Students will be able to
- 1 describe how changes in transportation and communication technologies have affected trade over time.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	<i>General:</i> Response reflects an in-depth understanding of the building and economic benefits of the transcontinental railroad. <i>Specific:</i> Student gives an accurate and complete answer for all three parts of the question, describing the building of the railroad and describing two benefits to the United States economy.
3	<i>General:</i> Response reflects a general understanding of the building and economic benefits of the transcontinental railroad. <i>Specific:</i> Student gives a general answer for all three parts of the question. OR The response gives a good answer for two parts of the question and a limited answer for the third part. Response may contain minor inaccuracies.
2	<i>General:</i> Response reflects a limited understanding of the building and economic benefits of the transcontinental railroad OR student does not answer all parts of the question. <i>Specific:</i> Student gives a limited answer for all three parts of the question. OR Response only answers two parts of the question.
1	<i>General:</i> Response reflects a minimal understanding of the building and economic benefits of the transcontinental railroad. <i>Specific:</i> Student gives a correct answer for one part of the question.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #24

Main focus of the question is on part b.

Possible answers:

Part a:

- started in 1862, completed in 1869
- government granted loans to Union Pacific and Central Pacific
- Civil War allowed Union government to make decisions without having to negotiate with Southern representatives about where to build the railroad
- immigrants built the railroad—Irish in the East, Chinese in the West
- built from both directions, met in Utah

Part b: Raw materials, food, and factory goods could be transported faster, cheaper, and in larger quantities.

Heavy raw materials or factory goods were possible to transport across country.

24. ④ The transcontinental railroad was built by back breaking work. Not work of Americans, but Chinese immigrants. These immigrants had no other place to work besides the poor paying railroad building business. These men and women worked in all types of weather conditions lifting heavy objects and not receiving enough food. ⑤ The railroad benefited the US because once the railroad was started, the sale of steel went up. This made a few men very, very rich. Once the rail road was finished, goods could be transported from one side of the country, to the other. This also gave many Americans a secure job that paid fairly well. 4

24. a) The railroad had to cross the United states. It passed through many states. It had to be built through and over mountains, over deserts and plains. All of which was tough to build and many lives were lost. b) People were then able to settle the west half of the country much easier, there was no need to travel the whole way on foot or in cart, and the death rate obviously went down. The west was able to grow into prospering cities and states with more people and more jobs. The US. benefited also by trade. Trading could be done easily and faster by railroad rather than sea. The west had things the east wanted, and the east had things the west wanted. Everyone benefited by the trade. 4

24. The Transcontinental Railroad was a great benefit to the U.S. economy. They had many slaves and workers complete it so that they would have an easier way of traveling. 3

When the railroad was finished, the United States' trade increased. It was an easier way to ship goods, alcohol, cattle, or any other resource to foreign countries.

It also made travel a lot easier for the people. Now they would not have to take long, rough journeys to their destinations.

24. a) The transcontinental Railroad was a big deal. There were two parts being built at the same time; some people were in the west building towards the east, and some people were in the East building towards the west. They would meet in the middle. 3

b) One way it helped the economy was it got more people to go west and live. If they could have an easier journey and make it there faster, the people would be more apt to go. It also made trade easier. You could now get more things to the west quicker and easier than before.

24. The building took place from each coast and was to meet in the middle of the U.S. On the west side many Japanese and Chinese workers worked on the rail road for almost nothing. The rail road helped the economy with trade and resources from both coasts. It probably helped with tourism to. 2

24. A. We have not been informed of the building of the transcontinental railroad. 2
B. The railroad benefited the U.S. economy by increasing trade between distant cities. The east and west had products they would like to trade but because of the distance it was hard to do so. The railroad increased trade between these sides of the country. It also encouraged people to travel across the country. This increased immigration and population. Because of more job opportunities.

24.

A) It was hard and grew the work, they had to make sure that when the two sides came together they came together. ①

B) The U.S. could get more stuff this way. It was a lot easier to set up trade with the transcontinental railroad.

24.

The Transcontinental railroad was built for quicker getting around. The railroad helped the United States economy by getting people around to places faster, and it was more convenient to have because it wasn't steam powered, so that made less pollution in the ozone. ①

25. Which formula would equal the highest rate of population growth in a country?
- A. low birthrate + declining death rate
 - B. high birthrate + declining death rate
 - C. low birthrate + increasing death rate
 - D. high birthrate + increasing death rate

MC#: 25

Key: B

Learning Results: Geography B-4

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment.
Students will be able to
- 4 demonstrate an understanding of how society changes as a consequence of concentrated settlement.

26. The list below identifies incidents that led to a war.

- publication of *Uncle Tom's Cabin*
- election of Abraham Lincoln
- passing of Kansas-Nebraska Act

What war did these events lead to?

- A. the Civil War
- B. the War of 1812
- C. the American Revolution
- D. the French and Indian War

MC#: 26

Key: A

Learning Results: History A-2

Chronology

- A Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to
- 2 identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations.

27. In early civilizations, as a result of people specializing in doing one kind of job, people began to trade for goods and services they could not produce for themselves.

What was the economic effect of this **specialization**?

- A. economic interdependence
- B. decreased economic production
- C. economic isolation
- D. decreased economic benefits

MC#: 27

Key: A

Learning Results: Economics C-2

Comparative Systems

- C Students will analyze how different economic systems function and change over time. Students will be able to
- 2 compare how different economies meet basic wants and needs over time.

28. There are certain duties that a citizen of the United States is required by law to do or face legal penalties. Which of the following is a required **duty** of a citizen of the United States?

- A. voting in elections
- B. serving on a jury
- C. voicing opinions about government policies
- D. running for government office

MC#: 28

Key: B

Learning Results: Civics and Government A-1

Rights, Responsibilities, and Participation

A Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to

1 identify the characteristics of an effective citizen.

40. You are trying to explain the basic principles of democracy to a new student who has moved here from another country.
- Write a one-sentence definition of democracy.
 - Explain one basic principle of democracy.
 - Explain why this principle is important.

CR#: 40

Learning Results: Civics and Government C-1

Fundamental Principles of Government and Constitutions

- C Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to
- explain the meaning and importance of fundamental principles of American constitutional democracy (e.g., popular sovereignty, rule of law, three branches of government, representative institutions, shared powers, checks and balance, and separation of church and state).

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Student writes a one-sentence definition of democracy and explains, in detail, one basic principle of democracy and why it is important.
3	Student writes a one-sentence definition of democracy and explains one basic principle of democracy and why it is important. Response may contain minor errors.
2	Student writes a one-sentence definition of democracy and explains one basic principle of democracy and why it is important. Response may contain errors and gives a limited explanation of the principle and why it is important.
1	Student writes a one-sentence definition of democracy. OR Student gives a minimal explanation of one basic principle of democracy and/or gives a minimal explanation of why the principle is important.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #40

Possible definition of democracy: In a democracy the people or citizens hold the power to rule and decide what laws will be made.

Democratic principles (not inclusive):

- freedom of speech
- freedom of religion
- right to assemble
- trial by jury
- freedom of press
- freedom of choice
- rule of law
- three branches of government
- shared powers
- checks and balances
- separation of church and state
- representative government (popular sovereignty, right to vote)
- rule by the people
- right to bear arms

40. a- A democracy is a government in which every citizen holds a voice, and is truly the 'people's' government.
- b- Although democracy has many principles, one basic principle is the idea of voting. Every American citizen is able to vote and choose his or her leader.
- c- This principle is very important because it eliminates the threat of a dictatorship. By allowing the people to vote, a democracy is not just a government but also a citizen's voice. Every person is able to express their opinion under a democracy, a key to equality.

4

40. a. Democracy is a way the government is set up to hear ideas from all sides and to listen to everyone's voice in making decisions - not just listening to one point of view.
- b. One basic principle of democracy is letting everyone able to make realistic decisions vote - no matter what their race, religion, or beliefs are.
- c. This principle is extremely important to our nation because all of the citizens are part of this country, and if all are part, everyone should be able to speak out, sharing their ideas so the best possible idea is taken into action and no one is left out in the decision-making process.
- Without a system of democracy, the United States of America would be much less productive than we are.

4

40. a. Democracy is the system of government where the people elect their leader and have a say in the laws of their country.

b. One principle is the election of the leader. They can choose who the leader is, and their votes are private.

c. This is important because it has nothing to do with heritage. The people can choose who they think is the best leader. This government is based on the people - not a dictatorship.

3

40. a. democracy - the people of the country choose their leaders and have a say in their laws and rights.

b. the citizens have a say in who they want as a leader. By a leader I mean everything from president to town mayor.

c. This principle is important because the people would not like to live in a country in which they do not like leader or in which the leader makes decisions poorly for the people or the land. So it is good that we are able to vote at age 18 and over so at least some of us will be happy with the results.

3

40.

2

- a) Democracy is where the people decide the laws.
- b) The principle of democracy is to let the people have a choice in their future.
- c) This principle is important because it gives people a chance to voice their opinion on the issue at hand and gives them a sense of control.

40.

2

- A. A form of government in which the people rule.
- B. Every four years the people vote on who they want to lead their country as the president.
- C. This principle is important so that the people get to choose who they want to have make important decisions for their country and lead the through any hardships they might encounter.

40.

1

Our Democracy is our government and we take pride in it.

we have elections to elect our government officials and whoever gets the most votes wins.

This is important because the people are basically allowed to elect the people that they want into office, this way the people, the majority, are happy and feel good about their country.

40.

1

a) Democracy is when you get to vote on what happens instead of that happening because the leader wants it to.

b) voting is when lots of people agree on one thing, & lots of people agree on another, the thing with more people is what wins.

c) Our country is ran on voting, we even vote for president.

41. There were many causes that led to the American Revolution, such as

- the Stamp Act,
- the Boston Tea Party,
- the Boston Massacre, and
- the Quartering Act.

- a. Pick two of the causes from the list above, and write down the two you chose.
- b. For **each**, explain how it led the colonists into war with Great Britain.

CR#: 41

Learning Results: History B-1

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 1 demonstrate an understanding of the causes and effects of major events in United States history and the connections to Maine history with an emphasis on events up to 1877, including but not limited to:
- | | |
|-----------------------------|-------------------|
| Declaration of Independence | The Constitution |
| Westward Expansion | Industrialization |
| Civil War | |

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	<p><i>General:</i> Response demonstrates an in-depth understanding of the major causes of the American Revolution.</p> <p><i>Specific:</i> Response thoroughly and accurately answers both parts of the question. Student thoroughly and accurately explains how two causes led the colonists into war with Great Britain.</p>
3	<p><i>General:</i> Response demonstrates a general understanding of the major causes of the American Revolution.</p> <p><i>Specific:</i> Response gives a general answer for both parts of the question. OR</p> <p>Response gives a good answer for one part of the question but a general answer for the other part.</p>
2	<p><i>General:</i> Response demonstrates a limited understanding of the major causes of the American Revolution OR student does not answer all parts of the question.</p> <p><i>Specific:</i> Response gives a very limited answer for both parts of the question. OR Response gives a good answer for one part of the question.</p>
1	<p><i>General:</i> Response demonstrates a minimal understanding of the major causes of the American Revolution. <i>Specific:</i> Response gives a limited answer for one part of the question.</p>
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #41

Possible answers:

- Stamp Act: taxed colonists to help British repay debt from Seven-Years War (French and Indian War); taxation without representation
- Tea Party: protest against taxes imposed by British to help them repay debt from Seven-Years War; protest against economic policies that required colonies to get tea only from East India Company (cost of this tea was higher than cost of smuggled tea)
- Boston Massacre: used as anti-British propaganda
- The Quartering Act: British forced quartering of British soldiers

41.

4

a. the Stamp Act and the Quartering Act

b. The Stamp Act which made it so that every legal document or paper needed a stamp, led the colonists into frustration. This Act affected a great range of people from sailors with decks of cards to lawyers with legal documents. With this many people angry through one act, everyone knew this act led many people to revolt. The Quartering Act placed British soldiers into random colonists' houses not only were the colonists not paid enough for their needs, but if it was a house of a non-Loyalist then they were also unwelcome. Both of these acts made the colonists angry because they had no representation in Britain to stop these acts. Their only choice to express their feelings was through war.

a.) The Stamp Act and the Boston Tea Party.

b.) The Stamp Act led to the Revolution because it was among the first things to anger the colonists. They had to pay for all paper products with an added tax. All legal documents, playing cards, letters, etc. were taxed. The Americans were furious with the British for doing this. As a result, hard feelings remained between the country and colony.

The Boston Tea Party led to the Revolution as well because it angered the British. Americans entered the tea ships dressed as Indians and dumped it overboard as a boycott. These actions upset the British, and they tried to force punishments for the Americans. Eventually the retaliating against one another apparently had failed, and the war began.

The Stamp Act, The Boston Massacre,

The Stamp Act was enforced by British parliament as a means of taxing the colonies in order to bring wealth to England. This act required stamps to be placed on all legal documents, even things such as newspapers and playing cards. This act angered the colonists because they thought it was a violation of their rights - taxation without representation. The Boston Massacre occurred on March 5, 1771, it was the result of a riot that occurred on the streets that morning between the British soldiers and Boston citizens. The British fired at the citizens and several men were killed. Among those killed was Crispus Attucks, a freed black slave. The deaths angered the people of Boston. They felt that Britain had no right to put soldiers in their town without their consent and were angered by the soldiers' brutality.

41. A. The Boston Massacre and the Boston Tea Party. 3

b. The Boston Massacre wasn't really a massacre. Only a few people died in the Boston Massacre but those in favor of a Revolution used it to their advantage. Groups such as the Sons of Liberty made the public think that for no reason the British had killed 100s of people.

The Boston Tea party was a message of defiance to the British. When the British heard about what had happened they closed the port of Boston and punished Boston in other ways. This showed the other colonies that if the British could do it to Boston they could do it to them.

41. (a) The Stamp Act and the Boston Tea Party. (2)
(b) Both these events led to colonists getting into war with Great Britain. The Stamp Act was when Great Britain decided to put stamp taxes on all products. Those taxes would go to Great Britain. The colonists didn't like that, and that was a factor why we went to war.

Another factor was the Boston Tea Party. Britain decided to raise prices on tea, and colonists didn't like that at all. So a group of colonists dressed up like Indians and got on a British shipping boat and dumped all the tea crates into the water. This was a big factor in the colonists going to war with Great Britain.

41. a. The Stamp Act and the Boston Tea Party. (2)
b. The Stamp Act - This was just one of the many ridiculous taxes given to the Americans. This act forced you to purchase stamps to put on all legal documents, playing cards, etc. This tax was unfair and angered the Americans even more.

The Boston Tea Party - This event angered the British very much. The British cut America off of trade. When a ship came to Boston, filled with tea, the Americans dumped it over board. This was just another event to make both sides angry.

41.

Boston tea Party: The Americans were trying to get back and the English for such High taxes.

1

Boston Massacre: The first time the English open fire and killed Americans.

41.

A) The Boston TEA Party, and Stamp Act.

1

1) Boston Tea party because they did not want to have to drink all the tea and pay taxes on them. So one night they throw all the tea in the Water (Boston Harbor)